



Child Progress Record I

The Child Progress Record is organized like the AEPS Test. Six areas (Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, and Social) are organized into strands, which are then divided into goals and associated objectives. On the Child Progress Record, the objectives are illustrated in a series of arrows moving left to right, from easiest to most difficult, and culminating in an oval representing the goal. In this way, the Child Progress Record provides a visual display of current abilities, intervention targets, and child progress.

Directions: The Child Progress Record can be used in conjunction with the AEPS Test. Shade and date goals and objectives for which the child has met criteria. Use an asterisk to indicate those goals and objectives selected as individualized family service plan (IFSP)/individualized education program (IEP) targets. As the child achieves each of the goals and objectives, shade and date each arrow and oval following the direction of the arrows. This process provides a visual display of child progress over time.

Child's name: _____

Child's date of birth: _____

Today's date: _____

Family's name and address: _____

Name of person completing form: _____

Initial assessment date: _____

Follow-up dates: _____

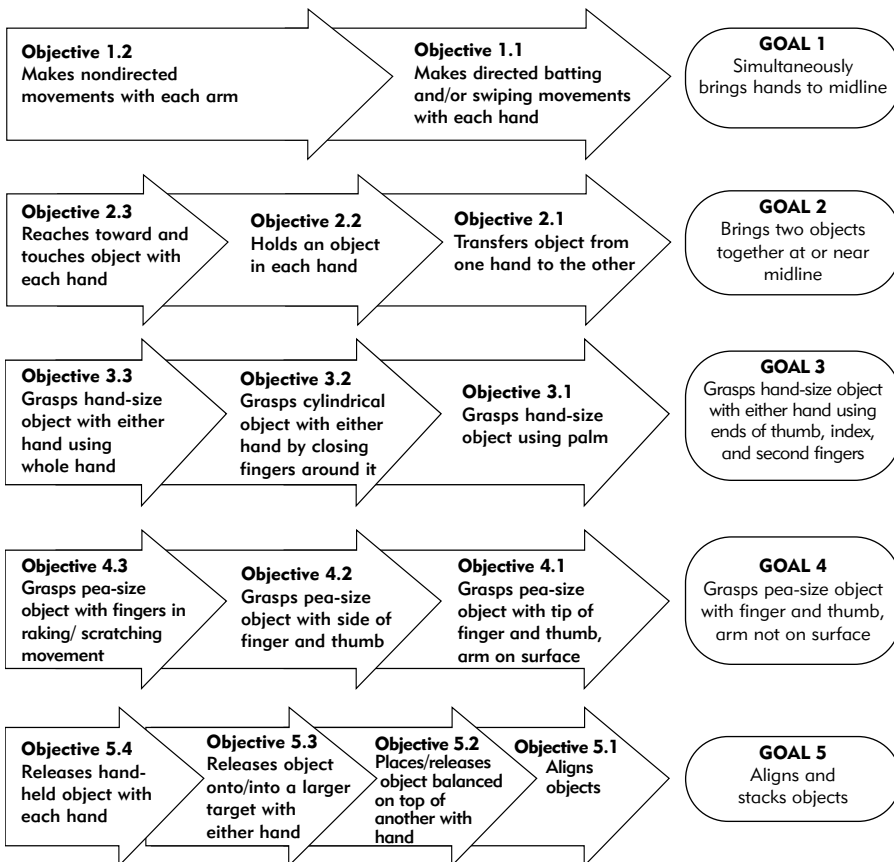
List child's sibling(s) and provide age(s): _____

Assessment team: _____

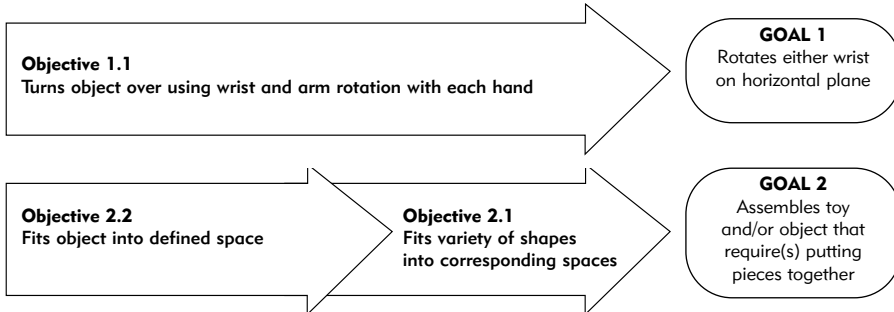
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FINE MOTOR AREA

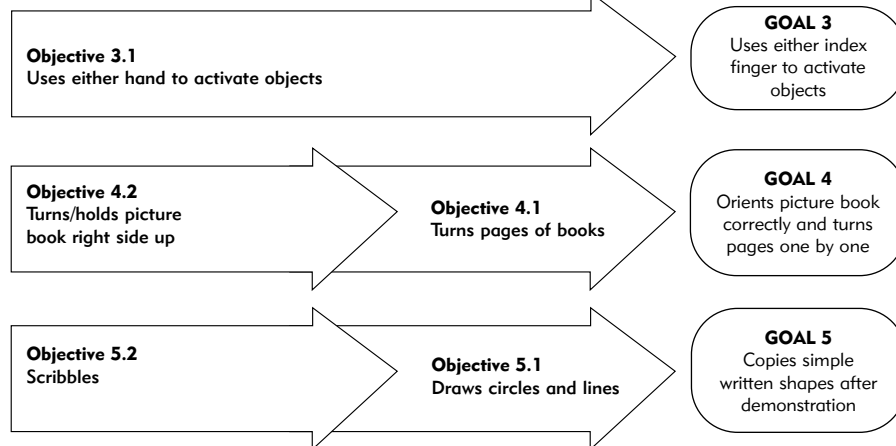
Strand A: Reach, Grasp, and Release



Strand B: Functional Use of Fine Motor Skills

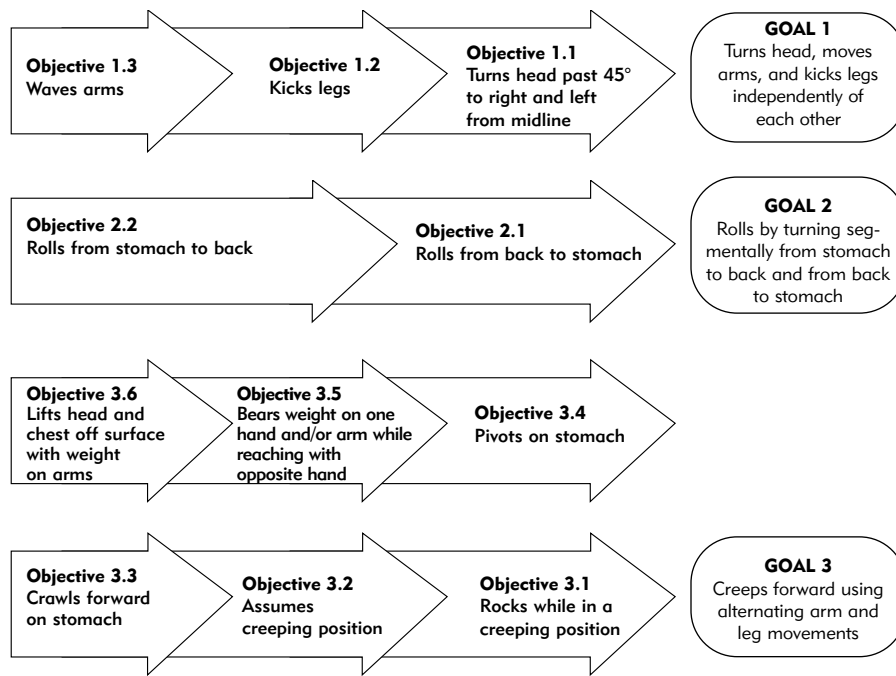


Strand B (continued)

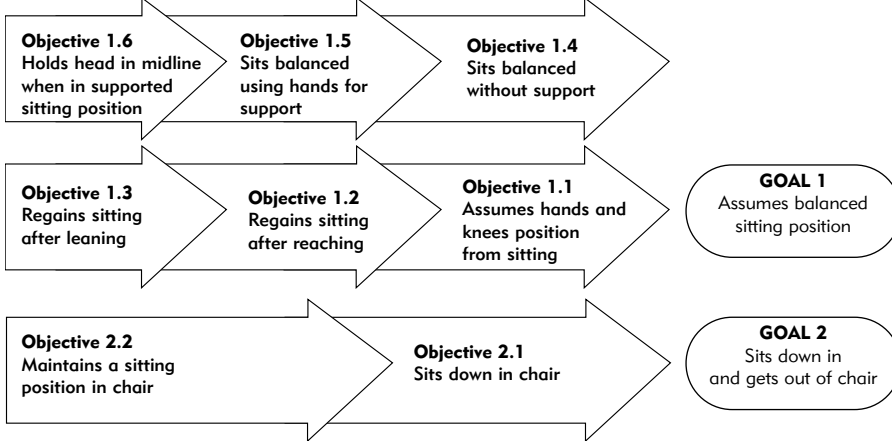


GROSS MOTOR AREA

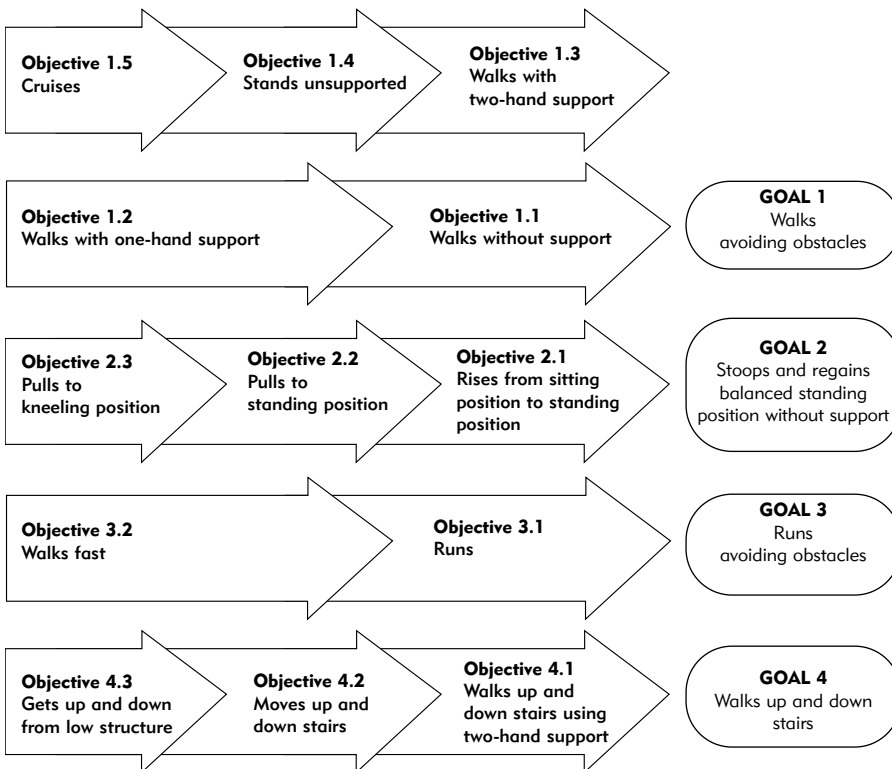
Strand A: Movement and Locomotion in Supine and Prone Position



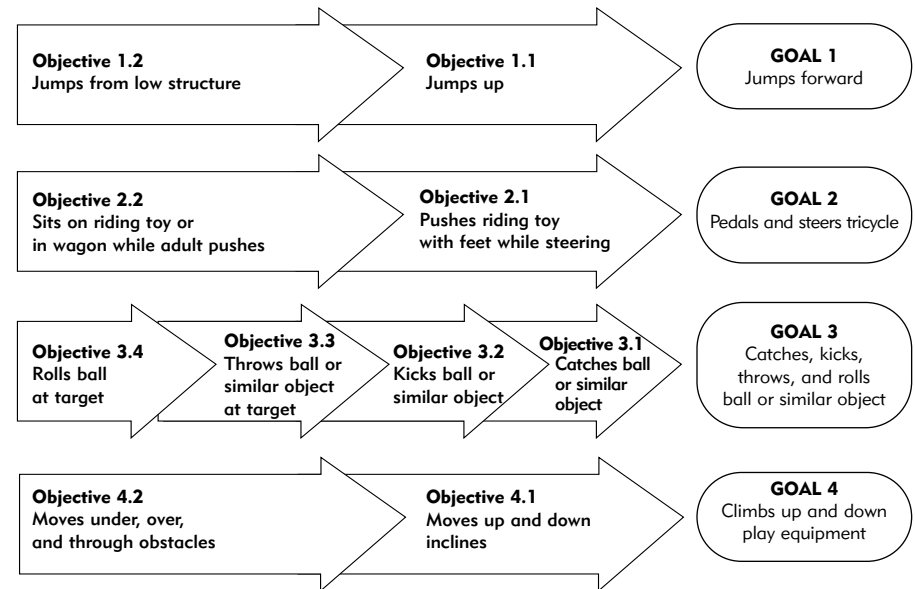
Strand B: Balance in Sitting



Strand C: Balance and Mobility

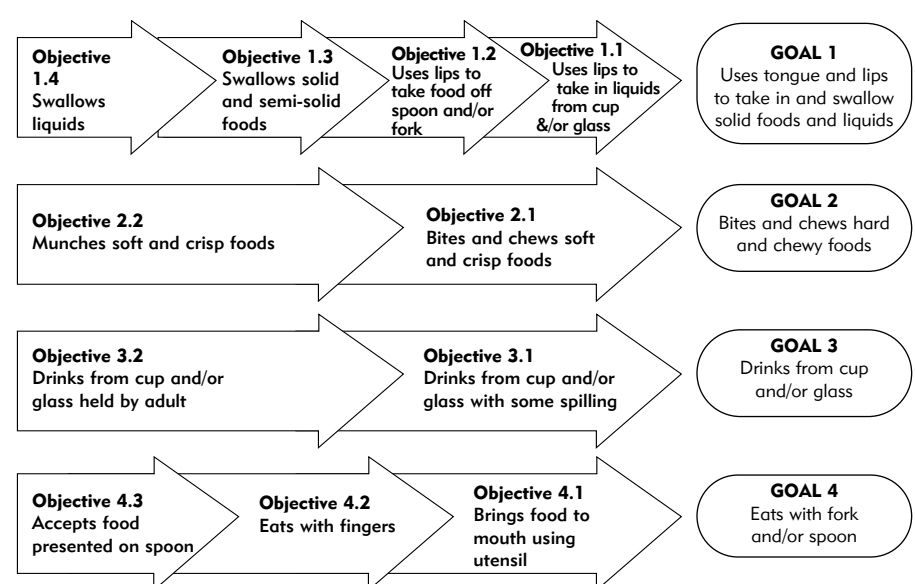


Strand D: Play Skills



ADAPTIVE AREA

Strand A: Feeding



Objective 5.2
Transfers food
between containers

Objective 5.1
Pours liquid
between containers

GOAL 5
Transfers food and liquid
between containers

Strand B: Personal Hygiene

Objective 1.2
Indicates awareness of soiled
and wet pants and/or diapers

Objective 1.1
Demonstrates bowel
and bladder control

GOAL 1
Initiates
toileting

Objective 2.1
Washes hands

GOAL 2
Washes and
dries hands

Objective 3.1
Cooperates with teeth brushing

GOAL 3
Brushes teeth

Strand C: Undressing

Objective 1.6
Takes off hat

Objective 1.5
Takes off shoes

Objective 1.4
Takes off socks

Objective 1.3
Takes off pants

Objective 1.2
Takes off front-
fastened coat,
jacket, or shirt

Objective 1.1
Takes off pullover
shirt/sweater

GOAL 1
Undresses self

COGNITIVE AREA

Strand A: Sensory Stimuli

Objective 1.4
Responds to audi-
tory, visual, and
tactile events

Objective 1.3
Orients to
tactile
stimulation

Objective 1.2
Orients to
visual events

Objective 1.1
Orients to
auditory
events

GOAL 1
Orients to auditory,
visual, and tactile
events

Strand B: Object Permanence

Objective 1.2
Focuses on object and/or
person

Objective 1.1
Visually follows object mov-
ing in horizontal, vertical,
and circular directions

GOAL 1
Visually follows object
and/or person to point
of disappearance

Objective 2.3
Reacts when object
and/or person hides
from view

Objective 2.2
Locates object or
person partially
hidden while child
is watching

Objective 2.1
Locates object
and/or person
hidden while
child is watching

GOAL 2
Locates object in
latter of two
successive
hiding places

Objective 3.1
Looks for object in usual location

GOAL 3
Maintains search for
object that is not in
its usual location

Strand C: Causality

Objective 1.3
Indicates interest
in simple and/or
mechanical toy

Objective 1.2
Acts on mechanical
and/or simple toy in
some way

Objective 1.1
Correctly activates
simple toy

GOAL 1
Correctly activates
mechanical toy

Objective 2.1
Indicates desire to continue familiar game and/or action

GOAL 2
Reproduces part of
interactive game and/or
action in order to con-
tinue game and/or
action

Strand D: Imitation

Objective 1.1
Imitates motor action that is commonly used

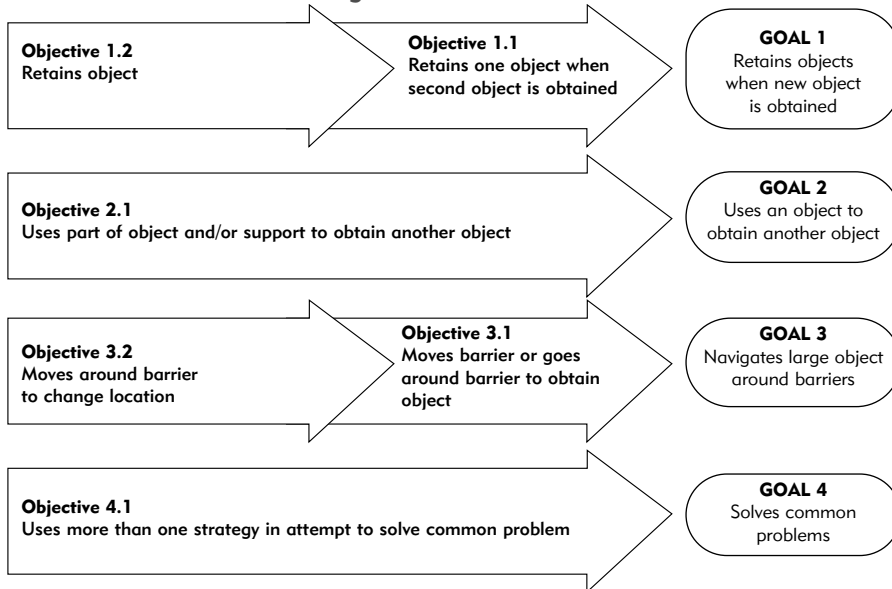
GOAL 1
Imitates motor
action that is not
commonly used

Objective 2.2
Imitates words that
are frequently used

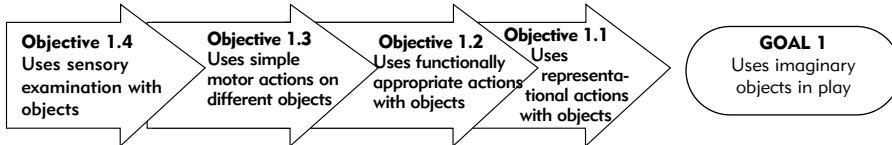
Objective 2.1
Imitates speech sounds
that are not frequently
used

GOAL 2
Imitates words
that are not
frequently used

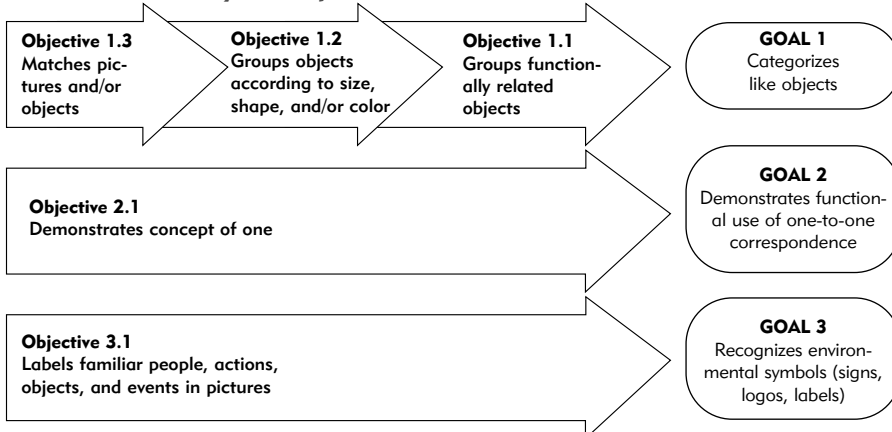
Strand E: Problem Solving



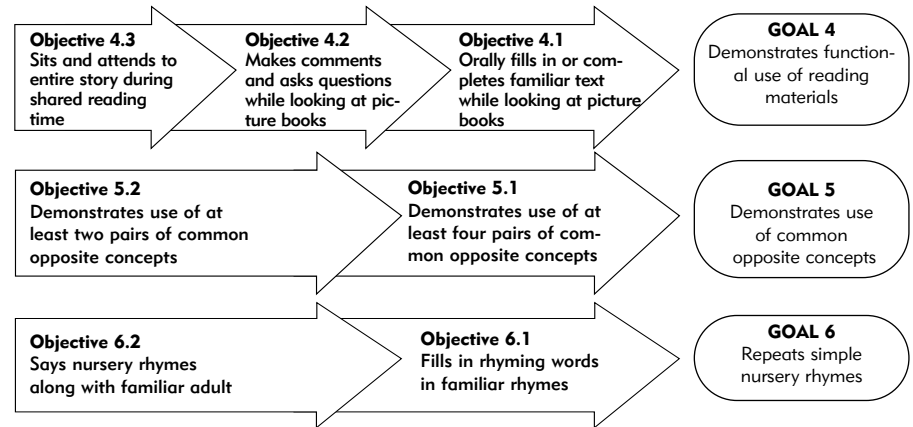
Strand F: Interaction with Objects



Strand G: Early Concepts

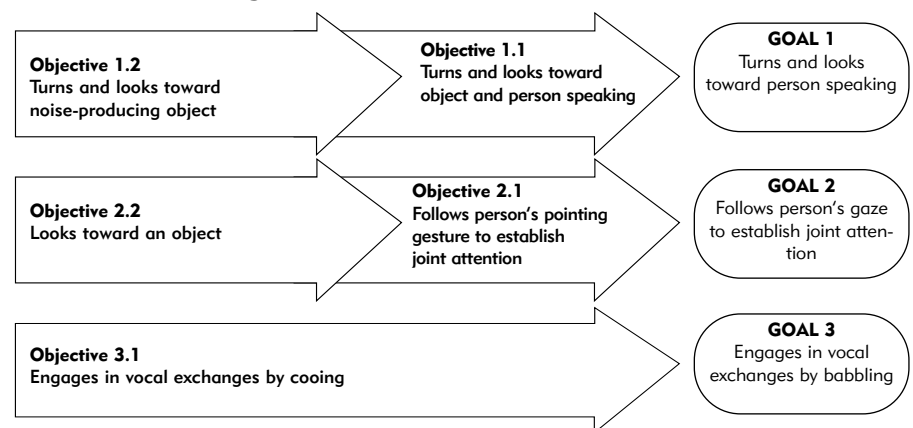


Strand G (continued)

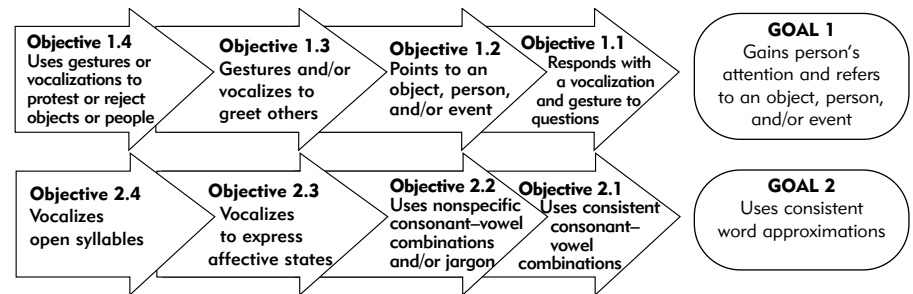


SOCIAL-COMMUNICATION AREA

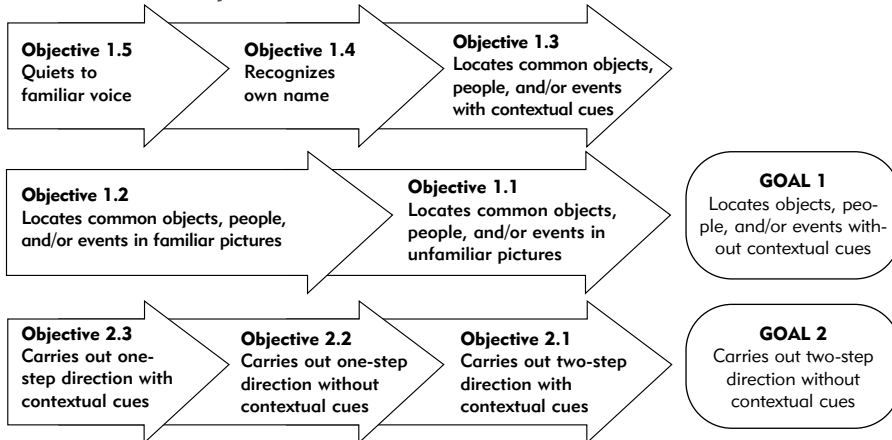
Strand A: Prelinguistic Communicative Interactions



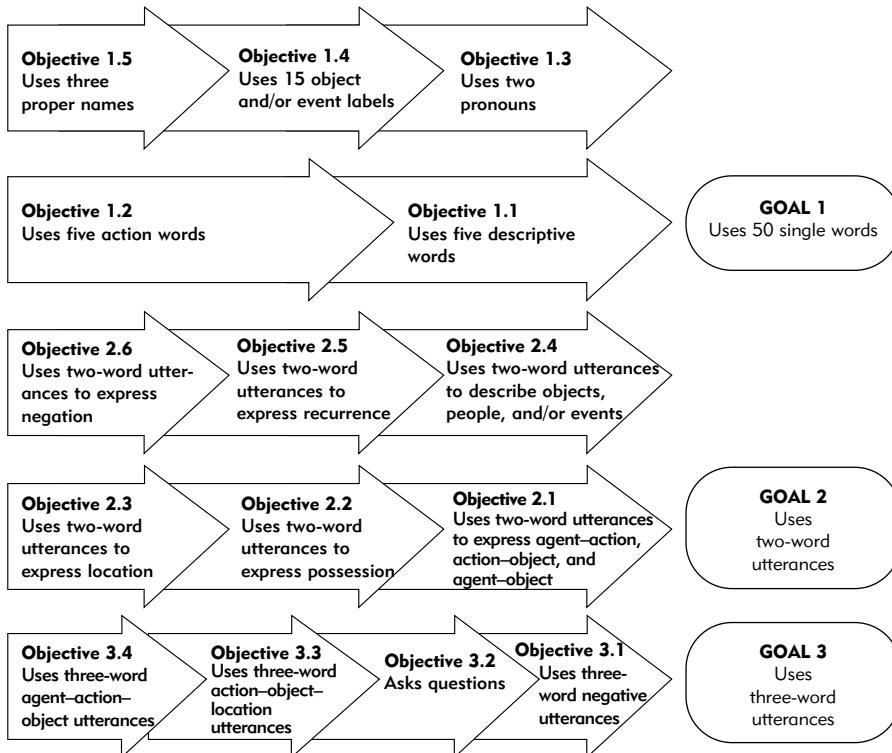
Strand B: Transition to Words



Strand C: Comprehension of Words and Sentences

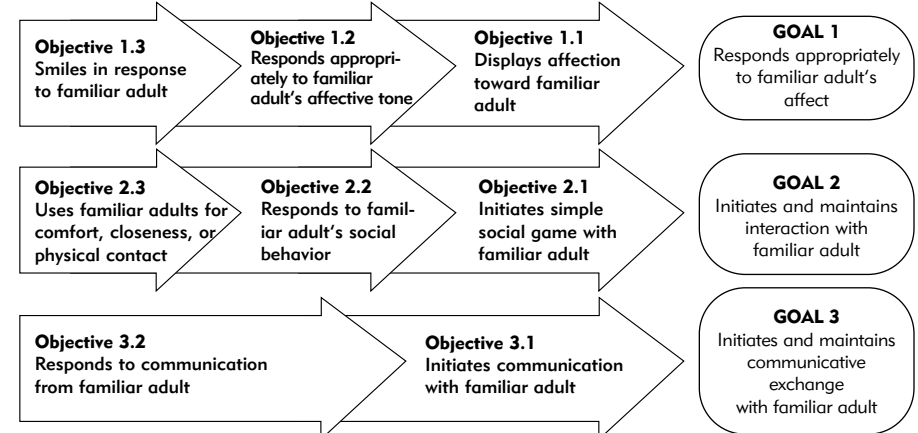


Strand D: Production of Social-Communicative Signals, Words, and Sentences

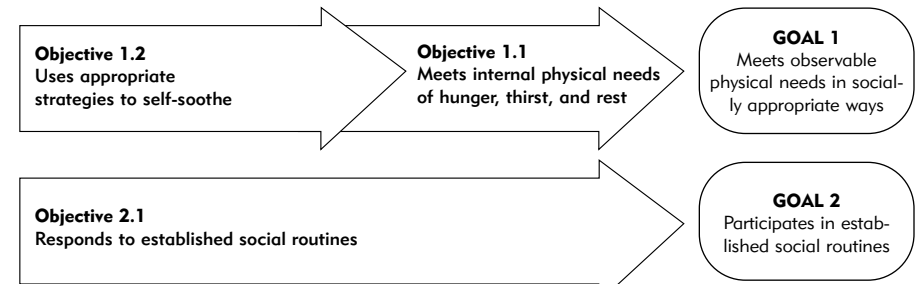


SOCIAL AREA

Strand A: Interaction with Familiar Adults



Strand B: Interaction with Environment



Strand C: Interaction with Peers

